

# Anti-Corruption Practices on Teachers' Recruitment in Selected Private Schools: The Philippine Experience

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**Abstract:-** The main purpose of this study is to know the different anti-corruption practices in recruiting/hiring qualified teachers used by selected private schools in La Union, and the processes of its implementation.

Specifically, it sought to determine the anti-corruption practices made by selected private schools in La Union in terms of hiring qualified teachers being strictly adopted by such private schools.

This study made use of a Qualitative Thematic Analysis in determining the different anti-corruption practices uniquely used by selected private schools in the province of La Union.

Based on the findings, the anti-corruption practices used by the selected private schools in La Union are in two themes. These are the anti- Nepotism, favoritism and cronyism practices and conducting background investigation on the teacher-applicants prior to his/her application.

This implies that it is important to consider that nepotism, cronyism, favoritism should be avoided in recruiting teacher-applicants. This will lead to poor quality of education if hiring process will be influence by relatives or friends which are less qualified from among the other applicants.

**Keywords:-** Selection Practices, Recruitment, Anti-Corruption Practices, Private Schools.

## I. INTRODUCTION

Corruption is a real problem that connect to an biased practice that damages the reputation of the state and weakens the economy. It is a sort of dishonesty or offense undertaken by a person or organization committed with a position of authority, to get illegal benefit or abuse power for one's private gain. It may regard numerous act including bribery and embezzlement, though it may also pertain activity that are legal in some countries. Further, it is also involve the misuse of power by customs officials for their own personal gain. (siteresources.worldbank.org.)

A large body of literature focusing on public sector corruption, but there is very small systematized investigation of private sector corruption (Argandoña, 20013; Gopinath, 2008). Global anti-corruption efforts have also frequently concentrated on public sector corruption (Sööt and others, 2016). This marks it challenging to estimate the exact cost of private sector corruption, although it is clear that private sector corruption has severe and lasting effects on the economy and wider society.

In the private sector, as elsewhere, individuals engage in a series of rationalization strategies to justify their unethical behavior. According to behavioral science, some people will cheat to gain an advantage if they are able to rationalize their behavior and still feel good about themselves (Ariely, 2016).

The education sector is the leading or second largest budget item in most countries, and chances for corrupt practices are numerous. It is difficult to measure the generality of corruption but it is just to calculate that it is widespread in South and South East Asia, and endemic in numerous countries. Corruption in education is the systematized utilization of public office for private welfare, whose result is important on the availability and quality of educational goods and services as a consequence on access, quality or equity in education. Education sector corruption wonk down social trust, worsen inequality, and undermine development.

Corruption in private education threatens the well-being of society because it erodes social trust and worsens inequality. It undermine development by undermining the establishment of educated, competent, and ethical individuals for future leadership and the labor force. Corruption in private higher education affects policy making and planning, school management and procurement, and teacher conduct. Instance consider cheating and other scholarly violations; bribery, nepotism, and favoritism in school admissions, teacher appointments, and licensing of education facilities; bid-rigging in the acquisition of textbooks and school supplies; diversion of funds and equipment; and teacher absenteeism. (Kirya, 2019)

Corruption in education befalls at the governmental, administrative (central and local), and classroom heights. It takes various forms. However, it is significant to evoke that corruption in the sector is an indication of underlying problems. Frequently there are attribute of the education system and of a country's political economy that make up inducement for corruption to include high unemployment rates united with unclear hiring and firing guidelines create an situation in which favoritism in recruitment can wave. (Baker, 2019)

The abuse of hand over power for private gain,' subsidizes to poor education outcomes in numerous ways. Embezzlement or deviation of school funds decline schools of needed resources. Nepotism and favoritism can lead to poorly qualified teachers being appointed. Furthermore, countless who are in school, particularly in Africa and Latin America, do not obtain necessary skills. The 2018 report established that around 617 million youth wide-reaching of primary and lower secondary school age – 58% of that age group – are not achieving minimum proficiency in reading and mathematics. The reasons include lack of trained teachers and hired unqualified teachers. (u4.no/publications/education-sector-corruption-how-to-assess-it-and-ways-to-address-it)

In Manila, there are several licensed teachers from Northern Luzon to apply for teaching position in large private schools and universities. Teachers go through a rigorous process during the application. However, in an article written by Anne Marxze Dumil, she gave emphasize on the corruption being committed by some large private higher education institution. She stated that in some cases, recruitment officials asked for money or sex in exchange for being granted teaching items. (Dumil, 2013 )

In Northern Luzon, there are also several private schools to apply with teaching position. Some private universities observe strict and standard guidelines in hiring or recruiting qualified teachers. However, corrupting new applicants in few cases still exist.

However, anti-corrupt practices and strategies in recruiting and hiring may alleviate the problem of unqualified teachers in the position.

#### ➤ *Rationale*

For many young teachers, applying for their first teaching job is tedious and confusing process. Far from being actively recruited for their skills, mindsets and credentials, most prospective teachers are left to search for open positions, navigate bureaucratic application interfaces

and hope that they will be called back. Generally, the process relies almost entirely on the initiative of the candidate. But the selection is still on the hands of the school's management. Anti-corruption strategies in the recruitment process will enable private schools to hire the most qualified in a particular work position.

#### ➤ *Objective*

This research study aims to know the different anti-corrupt practices in recruiting/hiring qualified teachers used by selected private schools in La Union, and the processes of its implementation.

#### ➤ *Research Problem*

In the Philippines, no clear criteria for teacher recruitment or existing guidelines are ignored. Recruitment decisions are often based on favoritism and nepotism, sometimes resulting in the appointment of unqualified personnel. Skewed distributions of teacher postings can leave some schools overstaffed and others in crisis. Teachers may bribe or otherwise influence the hiring committees.

#### ➤ *Statement of the Problem*

- What are the anti-corrupt practices made by selected private schools in La Union in terms of hiring qualified teachers?

#### ➤ *Definition of Terms*

**Anti-corrupt practices.** These are the strategies, policies and practices made by the private schools in La Union that inhibits corruption.

**Favoritism.** The practice of giving unfair preferential treatment to one person or group at the expense of another.

**Private Schools.** These are the private Higher Educational Institutions in La Union as respondents.

**Qualified Teacher.** It refers to a teacher who has at least the minimum academic qualifications required for teaching subjects.

#### ➤ *Scope and Limitations*

This study is delimited on the existing anti- corrupt practices, strategies and policies made by the selected private schools in La Union. The respondents of this study will be the Human Resource Officer or Recruitment/Hiring Committee of the said private schools.

➤ *Conceptual Framework*

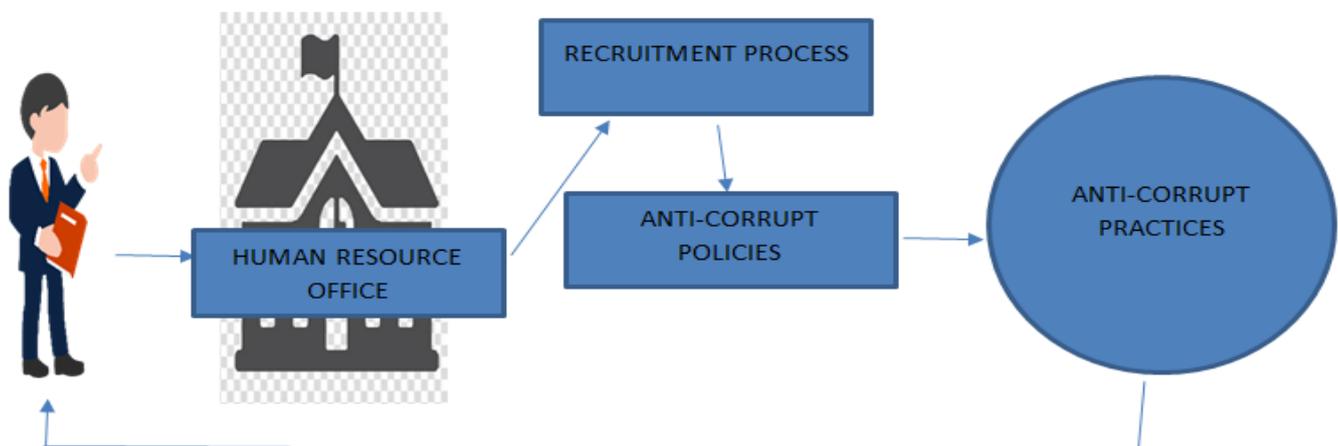


Fig 1:- Research Paradigm

The research paradigm shows the process of an applicant applying for a position in an academic institution wherein, part of the institutional policy in the Human Resource Management Office is to conduct an anti-corruption check/test as part of the recruitment process that may lead to some best practices of the institution to practice such.

## II. METHODOLOGY

The research methodology to be used is Case study research. In Case study research, the investigator explores a bounded system (a case) or multiple bounded systems (cases) over time through detailed, in-depth data collection involving multiple sources of information (e.g., observations, interviews, and documents and reports) Moreover, it involves in-depth investigations of a single person, group, event or community. Typically, data are gathered from a variety of sources and by using several different methods (e.g. observations & interviews).

Qualitative Thematic analysis will be use in this study. It is typically applied to a set of texts, such as interview transcripts. The researcher examines the data to categorize common themes – topics, ideas and patterns of meaning that come up repeatedly. Unstructured interview will be use as data gathering tool by utilizing the social media, messenger, zoom or thru phone calls of the respondents.

## III. RESULTS AND DISCUSSION

This section presents the analysis of the data gathered about the different anti-corruption practices made by selected private schools in La Union in terms of hiring qualified teachers.

➤ *Anti-corruption Practices Made by Selected Private Schools in Hiring Qualified Teachers*

Upon analysis of the qualitative data, two themes were identified in the anti-corruption practices made by selected private schools in hiring qualified teachers, these are:

➤ *Anti-Nepotism, Favoritism and Cronyism Practices*

Anti-nepotism, favoritism and cronyism practices in the academic institutions in hiring qualified teachers is one of the unique practices and plays a crucial role in assessing the applicant's relevant skills, training or experience in the vacant position. It is a way of the administration to do proper staffing of its employees.

In an interview conducted to one of the private institution, it is said that there are three parts of the interview process for the applicants: (1) Tell me about yourself; (2) scrutinizing the academic qualifications and documents and (3) Anti-Nepotism, Favoritism and Cronyism wherein the applicant will be ask if how the applicant knew about the vacant position, do the applicant have relatives currently working in their institution, and related queries, since the institution has its policy to discourage relatives who are working on the same institution especially assigned in one department.

Favoritism of a relative in the selection process is calculated to be an act of nepotism (Bellow, 2003; Jones et al., 2008). For utmost researchers an action of nepotism is signing or employing relatives of current employees of an organization, without mentioning the qualifications of the relatives (Bellow, 2003; Padgett & Morris, 2005). In the current journal of the SIOP Frontier Series book "Nepotism in Organizations," Mhatre, Riggio, and Riggio (2012) suggested using the term of nepotism in a more narrow way – signing somebody who is not just a relative but likewise under-qualified for the job in question. The authors argue that aspects of kinship and qualification need to be disentangled, because the issue of kinship becomes irrelevant when the hiring decision has been made based on merit. Thus, if the best-qualified person is a relative, hiring this person cannot be reasoned an act of nepotism. One can only talk of nepotism if hiring a relative is founded on kinship, ignoring (fully or partially) the qualifications compulsory for that position. (Darioly, A., & Riggio, R. E. (2014)

➤ *Background check on the applicants*

Background check on the applicants is one of the practices in the private institution to avoid corruption or any similar means.

The background check of the applicant is one of the process in recruitment in some selected private institution. This is where the human resource office (HRO) will look into deeper character investigation of the applicant, in addition, it also look into the records related to criminal records, personnel files, financial records like unpaid loans, administrative records like student complaints on sexual harassment, money matter involvement in compromising academic integrity of the college or the institution, etc. The HRO will have 2-3 days to complete the background check of the applicant before hiring them.

Background appraisal is a broad review of a person or any other organization's commercial records, financial records and most essential of all, criminal records. A background check can comprise schooling, occupation, credit history, criminal records, license record etc. In order to protect the institution from different possible risks, a background check is advised an imperative pre-employment screening step before making a hiring decision. Utmost of the times, private corporation or institution undertake that the applicants are expressive the truth on their resumes. Utmost of the times, applicants are truthful nonetheless there are limited areas where they can hide the truth from you. To guarantee that company is signing the correct person, a background check necessities take place. (Acuna, Samantha (2018))

#### IV. CONCLUSION

It is deemed important that anti-corruption policies abide by private institutions should be strictly followed. Finally, it entirely comes down to peace of mind. It is obvious that the administration thrives and that is why choosing the best candidates is a must. There is no withhold that employment screening procedure are feverish and full of stress. Going through such lengthy processes because the administration wants the best for the institution. If the institution wants to make sure that they hire the right person then running a background check is as important as anything else.

Moreover, nepotism, favoritism and cronyism should be avoided in the process of recruiting teacher applicants. It might be a big issue on the other applicants who are more qualified to position. Fairness in dealing with the applicant would mean best among the best will be hired.

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